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ABSTRACT

Even Start is a comprehensive program of family support intended to help parents provide children who are at-risk with the tools necessary to start formal schooling. This report provides an overview of the conference agendas of three U.S. Department of Education Even Start Technical Assistance conferences, as well as information gathered from the over 850 Even Start grantees and state coordinators who attended the meetings. The conferences focused on working with families and integrating health and social services to meet the needs of families more effectively. Breakout sessions and focus group discussions addressed the challenges that grantees face in implementing the parenting component, successful strategies for implementing parenting programs, and the changes observed as a result of successful parenting programs. Two appendixes contain detailed agendas from the three conferences and a conference evaluation form for participants. (MDM)

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Engaging Families

1993 Even Start Regional Technical Assistance Conference Proceedings

ST. LOUIS, MO, OCTOBER 5–8, 1993

WASHINGTON, DC, OCTOBER 20–23, 1993

LAJOLLA, CA, NOVEMBER 14–16, 1993

Sponsored by the U.S. Department of Education

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Engaging Families

1993 Even Start
Regional Technical Assistance
Conference Proceedings

Conference Proceedings Prepared by

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Sponsored by the U.S. Department of Education

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

July 6, 1994

Dear Even Start Conference Participants:

Thank you for supporting the 1993 regional technical assistance conferences for the Even Start Family Literacy program on the theme of "Parenting Education and Family Services." These were the third series of technical assistance conferences conducted through the ten Chapter 1 Technical Assistance Centers.

Each conference has focused on some area of program implementation identified for improvement through the national evaluation or by grantees. These conferences have made significant contributions to the development of Even Start. One particular success story coming out of these conferences is the dramatic improvement in participation in adult education for Even Start families. Another is the improved retention rate as it has become clear that educational improvement for many disadvantaged families requires a long-term commitment. We hope that future conferences will continue to foster Even Start's success as it grows into one of the Nation's most important family education programs.

One of the highlights of Even Start technical assistance conferences has been the opportunity for you to learn from each other. The enclosed conference proceedings summarize the excellent ideas you shared with each other last fall.

We in the Department of Education have also benefited from your excellent ideas. Our plans for future technical assistance have been based in large part on your suggestions and identified needs. Many of you made it clear that celebrating diversity and meeting the unique needs of the families you serve was of primary importance. This will be the theme of our next regional conferences.

Thank you for your continued dedication to our Nation's neediest families.

Sincerely,

Mary Jean LeTendre

Mary Jean LeTendre
Director
Compensatory Education Programs

Enclosure

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Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

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Introduction

Since the first Even Start grantees were funded in 1989, the United States Department of Education has provided technical assistance on programmatic issues through regional conferences. In the fall of 1993, the Department sponsored its latest series of Even Start regional technical assistance conference, holding them in:

St. Louis, MO – October 5-8*
Washington, DC – October 20-23
La Jolla, CA – November 14-16

(* An additional day was added to the St. Louis conference for a meeting of Even Start grantees funded through Native American tribes.)

More than 850 participants, mostly Even Start grantees, and State Even Start coordinators attended the conferences. Although somewhat different in size and tone, each of the three regional conferences followed the same general format. This report provides an overview of the basic conference agenda (Section I), information gathered from participants during each of the conference group discussions (Section II), and copies of the agendas from all the conferences (Section III).

Section I Conference Agenda Overview

Background

In July of 1993, the Department of Education convened an Even Start conference planning group consisting of staff representatives from ED and RMC Research Corporation, along with Douglas Powell (Purdue University) and Sharon Darling (National Center for Family Literacy). It was the task of this planning group to identify a topical theme and related key issues that would then become the focus of the fall conferences.

Based on information from the NEIS (National Evaluation Information System), and comments from grantees on participant evaluation forms from previous Even Start conferences, *Working With Families* was selected as the overarching conference theme, with *Integrating Services* to support programs in their efforts in working with families as a major sub-theme. In designing the agenda, the planning group also identified the need to structure the conference in a way that maximized opportunities for sharing among participants, presenters and the ED staff. The planning committee also recognized that participants would represent a range of Even Start experience, from those newly funded to those entering their fifth year of programming, so opportunities for accessing different levels of information were essential in the design of a conference agenda.

The 1993 fall Even Start conferences consisted of a preconference meeting for new projects and the primary technical assistance conference built around the theme, *Working*

With Families. Both sections of the conference are described below. (See copies of agendas in Appendix A.)

Orientation for New Projects

Even Start grantees who were funded after May of 1993 were invited to attend a half day preconference orientation, the focus of which was to promote a common vision for new Even Start grantees. An overview of the Even Start statute and regulations and a review of the NEIS findings were presented by Department of Education staff, Patricia McKee and Donna Conforti. Time was set aside for questions and answers and a small group exercise was conducted to generate grantees' key concerns around implementation issues.

This preconference session was well attended at all three of the regional conferences. Many of those participating had received their Even Start funding less than one month before the preconference session, so many were interested in implementation issues such as recruitment, recordkeeping, staffing, and participant selection.

At the end of the orientation session, grantees were reminded that they would be given other opportunities throughout the conference to ask questions. Participants were also provided a question box at the registration table if they preferred to put their questions in writing. Finally, Patricia McKee reminded all new grantees to take time during the conference to meet and network with other, more experienced grantees since they too represented a valuable source of information and technical assistance for new grantees.

Even Start 1993 Technical Assistance Conference

The 1993 fall Even Start technical assistance conference agenda consisted of three main parts: evening welcoming reception, a full day of events focusing on *Working With Families* and a second half day conference focusing on *Integrating Services*.

Day 1: Evening Welcoming Reception

Following the orientation for new projects, all conference participants were invited to an evening welcoming reception. Hosted by the Department at the reception, participants heard an overview of the conference and had an opportunity to meet each other. At each of these receptions, Patricia McKee reminded participants that one of the primary objectives of the conference was to provide grantees and SEA with the opportunity to meet each other and their counterparts since they are primary resources on Even Start issues. Even Start State contacts, Chapter 1 Technical Assistance staff, and fifth year Even Start grantees were individually introduced to assist participants in identifying those with whom they might wish to network the next day. All participants were given an assignment for the conference: to meet at least one new person over the course of the conference, and to take time out during the schedule to meet one of the newly funded Even Start grantees.

Day 2: Working With Families

The primary focus of the fall technical assistance conference was *Working With Families*. As the Even Start program has grown in both the number of grantees and the sophistication of

program implementation efforts, families in greatest need of service have become the primary client. As programs recruit and retain families in greatest need of service, designing parenting programs that meet the needs of families has become an even greater challenge. To meet this challenge, Even Start programs need a comprehensive understanding of the context in which families operate and the roles both Even Start and collaborating agencies play within the family system. In designing the agenda for this day, the conference planning committee focused on both providing information on issues related to working with families (e.g., keynote, breakout sessions) and soliciting information from grantees about the barriers and solutions to working with families in an Even Start context (focus group sessions).

Welcome and Overview

The day began with a welcome by ED staff and an agenda overview that reiterated the mission of Even Start. Following the opening welcome, Patricia McKee introduced the keynote speaker, Dr. Douglas Powell, Chair of the Department of Child and Family Studies at Purdue University.

Keynote

Dr. Powell has been a speaker at other Even Start events and was given the charge of opening the conference by defining parenting and identifying the elements of effective parenting programs. The key messages from his presentation are highlighted below:

Even Start is a bold, innovative program designed to address the critical educational needs of the 21st century.

Past experience tells us that it takes 3 to 5 years for a new program design to iron out the rough spots and move toward a mature status. As Even Start transitions out of this early program development phase, it is useful to reflect on the lessons learned in an effort to refine and improve program directions.

The parent education and support component deserves special attention because (1) it is one of the more difficult components to conceptualize and implement and (2) effective approaches to parent education and support are useful models for working with families in general within an Even Start framework. Lessons learned to date on effective ways of working with parents are as follows:

- *programs recognize that parenting is a developmental process that cuts across Even Start components.*

  Parenting cannot be addressed in isolation from other aspects of individual functioning, including interpersonal relationships and basic job skills. Examples of how parenting issues are connected to other family domains are of keen interest in Even Start.

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- *programs view parenting as a deeply-rooted, complex pattern of behaviors and attitudes.*

  Parent beliefs and behaviors that influence school readiness are interconnected, with no one variable more important than others. There is not a magic or silver bullet. We must deal with patterns of parental influence.

  Because patterns of parenting stem from deep roots in culture, family, and childhood experiences, it takes time and intensity to support appropriate parenting behaviors. Fortunately, the Even Start program can provide the time. Our challenge is to use it wisely, with sufficient intensity and continuity of service to parents.

- *it is recognized that one program size does not fit all parents.*

  A variety of methods is needed. This simple lesson has been difficult to learn in a field dominated by multiple, packaged program models.

- *programs tailor their services to incorporate the family's agenda.*

  It is important to begin work where the clients are. Home visiting is an excellent mechanism for individualization: it is a unique setting, best understood not as a modified classroom but as a family-based way to incorporate key program messages into the parent's world view and way of behaving.

- *programs view the quality of the relationship between staff and parents as the essential link to realizing program success.*

  A growing body of research points to the interpersonal quality of the parent-staff relationship as essential to achieving program effects. Typically it is the heart and soul of parent's experiences in a program.

- *programs maintain a concentrated focus on strengthening parent and child development.*

  It is easy to allow pressing family issues to take precedence over parenting topics, but research is clear in indicating that improvements in child and parenting outcomes cannot be realized by focusing on family circumstances alone. The educational aspirations and accomplishments of children and parents must be central to the content of an Even Start program.

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Focused group discussions

Immediately following Dr. Powell's keynote address, participants divided into small groups and were asked to discuss several key questions about programs within the context of Even Start. Since the Even Start effort is no longer in its infancy, the conference planning committee felt that there was much knowledge to be gained from Even Start practitioners about the challenges programs face in working with needy populations and the promising program practices that are emerging from Even Start practice. Across the three conferences more than 850 participants shared in these discussions. (Information from these discussions is captured in more detail in Section II of this report.)

Networking lunch

In two of the three conferences (St. Louis and La Jolla) hotels were able to accommodate a networking lunch. Participants were given the opportunity to network with each other in an unstructured atmosphere over lunch.

Concurrent breakout sessions

The afternoon agenda was designed to accommodate concurrent breakout sessions that built on the themes presented in the keynote address. Breakout sessions were 90 minutes in length to provide sufficient time for both presentation and sharing opportunities within these small groups. Each session was repeated twice to allow more flexibility of choice. Topics and presenters for the concurrent breakout sessions were selected to provide practical examples of **how** programs provide comprehensive services to families and deal with key issues such as recruitment, retention, transitions to other services and staff development. Presenters were chosen from various Even Start grantees within each region and from several National Diffusion Network programs. More detailed information about breakout presentations is contained in the Appendix within the conference agendas.

Day 3: Integrating Services

Having raised the issue that parenting components within Even Start are, by the nature of their target audience, complex and challenging to implement, Day 3 focused on the need for the integration of services. This integration of services happens at two levels: within the Even Start component areas themselves, and among Even Start and its collaborators.

To explore the concept of integrating services and raise the key issues that have emerged around this topic, the Department selected Sharon Darling, Director of the National Center for Family Literacy, to present the keynote session for Day 3. Highlights from her presentation are below:

Keynote

This keynote began with a presentation designed to draw a bigger picture of the philosophical underpinnings of Even Start through concrete examples. The message was geared to challenge and excite the participants to look upon their jobs as pioneering and a rare opportunity for educators to change the course of history for our most "at risk" students — parents and children.

Even Start components must be integrated to create the synergy needed for maximum effects. Traditionally narrow views of each component must be abandoned in favor of an expanded view of the curriculum as well as the role of the teachers. Sharon used illustrations of how a new way of thinking about the components leads to the integration of the pieces and a focus on the education of the family as opposed to individual family members. Integrative opportunities through the Even Start concept and elements of good practice for an integrated approach to family literacy were highlighted.

Concurrent workshop sessions

Following the keynote presentation, participants broke out into small concurrent workshop sessions. These 90 minute sessions were designed to provide ample time for workshop presentation and participant interaction. Presenters were selected from Even Start grantees and representatives from national organizations such as the National Center for Family Literacy and Missouri's Parents as Teachers. Presenters were selected to showcase programs that have been successful in integrating services through particular delivery strategies (e.g., parent and child activity time, home visits, adult education) or with unique populations or challenging settings (e.g., homeless, migrant, housing project sites). Descriptions of individual breakout sessions appear on conference agendas in the Appendix.

Closing general session

The conference closed with a general session. The session began with a recap of key points that emerged from the focused discussion questions session on Day 2. At each of the conferences an Even Start grantee representative and an Even Start State Coordinator volunteered to present the findings. This final general session also provided an opportunity for the Department to answer a number of the questions participants submitted to the question box over the course of the conference. The conference ended with a focus on how truly important each individual staff person is to the success of Even Start. The closing inspirational speaker at each conference presented his or her journey from adversity and despair to education and success in hopes of stimulating staff to continue their great efforts working with families in Even Start.

Participant Evaluations

The Department invited conference participants to give feedback regarding the conferences to be used in planning future technical assistance to Even Start grantees. Each of the four questions on the evaluation form will be briefly discussed. (See Appendix B for a copy of the evaluation form.)

Question 1

Please select a word that corresponds to your overall reaction to this conference. Feel free to add a sentence or two to explain your reaction.

More than 90% of the respondents rated the conferences as good or excellent. Some helpful suggestions were given regarding time schedules, sightseeing possibilities, food selection, etc. for future conference planning. The most common overall reaction to the conferences was an appreciation of the opportunity to network with state coordinators and colleagues in similar programs at the same developmental stage. Participants expressed their frustration in missing some of the concurrent breakout sessions. They would have liked even more time to share with interactive workshops to hear the "theoretical" framework but, at the same time, discuss the "nuts and bolts" for program implementation and improvements. Specific comments to note include:

- I'm a second year grantee. These meetings have been very important to me. They make me more credible "back home" and help me understand what I'm to be doing.
- It's always nice to come back and connect, be nourished by presenters, and inspired by speakers. Puts things in perspective.
- I needed a "shot in the arm", and that's what I got. I enjoyed hearing about successful programs and caught their enthusiasm.
- I really feel the personal "touches" helped in making this conference very valuable. The question cards and the follow-up phone calls are excellent ideas.
- Well organized, excellent presenters, long enough break-times to be able to have good conversations with other grantees ... During the course of the two days I discovered the wide range of programs models that exist. I'm interested in them all, but particularly interested in those similar to mine.

Question 2

What did you feel were the highlights of the conference?

The two key notespeakers, Dr. Douglas Powell and Sharon Darling, were identified most frequently as the highlights of the conference. As one respondent commented, "The high caliber of presenters made the conference outstanding." While the keynote speakers were motivational and inspiring, participants responded that the breakout sessions answered a lot of specific questions. Grantees expressed that the presenters of all breakout sessions demonstrated to them that all projects are "in a state of adaptation and refinement," and that "change is acceptable and expected." The following comments are most representative of responses to the question of Conference highlights:

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- Balance between information "dump," sharing of successful programs and interaction among participants.
- I enjoyed the regional discussion group and hearing successful practices as well as "idealistic" changes programs would like to see.
- I was especially pleased with the separate day for new Even Starts. Even though we are almost a year old, I learned new things that would be helpful.
- Sharing the various methods other Even Start programs use in achieving successful parenting programs.

Question 3

What are some topics and/or areas of concern that you feel Federal staff should address through future technical assistance efforts?

Responses to this question ranged from very specific program needs for sample forms and examples of pre/post tests, to requests for authentic outcome criteria and resource development to support continued funding. The Department responded directly to some programs' questions regarding specific needs and referred other requests to its TACs for response. In response to Question 3, several grantees requested assistance working "with families with multiple barriers," refugee/immigrant populations with language and cultural barriers, teenage parents and fathers, as well as strategies for home visiting recognizing the differences between rural and urban programs. The Department has selected "Celebrating Diversity" as the theme for the 1994 regional Even Start fall conferences which will address several topics of concern identified in the 1993 evaluation forms. The major areas for technical assistance continue to be, as written succinctly by one grantee, "Evaluation, Collaboration, Budget, Transitions." Future technical assistance efforts by the Department will include all of these topics.

Question 4

What formats for providing Department of Education technical assistance to State contacts and /or local Even Start grantees do you think would be most helpful?

Many grantees expressed the frustration that more staff could not attend these conferences, bound by financial and program limitations, but suggested more statewide workshops and training sessions for staff who cannot travel out of state. Several respondents suggested overviews of curricula and hands-on materials from Even Start grantees be available through print or computer software. Comments reemphasized the benefits of networking and some suggestions included support training in a region, peer reviews across states, and mentorships between quality third or fourth year programs and newly funded projects. The majority of respondents reported the format of the conferences continues to be helpful, with a balanced discussion of theoretical issues with practical materials and strategies from the "experts" in the field of family literacy.

Section II

Focus Group Discussions

The focus group discussions took place during the morning of Day 2 at each of the regional conferences. The conference planners intended for Even Start grantees to have an opportunity to reflect and share experiences, to record successful strategies, and to identify concerns and challenges in implementing the parenting component. In his keynote address, Dr. Powell said that it takes three to five years for a program to mature and be comfortable with its objectives and outcomes. He noted there were many, many hours of sound practical experience represented within these conference-center walls. Now is the time to learn from Even Start grantees what *really* is effective when working with parents. Thus, the focus group discussions were an excellent forum to share with each other and the Department what works, what doesn't, and what has to be improved.

There is no parenting program that fits the needs of all parents participating in Even Start, Dr. Powell reminded us. Parenting is a developmental process related to a complex set of behaviors and attitudes which must be addressed by multiple strategies. At each regional conference, the small discussion groups afforded everyone an opportunity to hear about some mature, successful strategies.

The focus group discussions addressed the following questions:

1) *What are the challenges Even Start grantees face in implementing the parenting component?*

2) *What are some of your program's successful strategies and/or promising practices (e.g, parent and child activities, family centered activities) in the parenting component that you have found to be effective?*

3) *What changes would you expect to see in parents, children, or in parent-child interactions as a result of a quality parenting program? In other words, how would you like to see your parenting program judged "successful" by someone outside of your program?*

In groups of approximately 15 people, Even Start grantees brainstormed reactions to the questions, which were recorded by a facilitator. To prioritize or identify the "best" responses or most commonly held opinions in implementing the parenting component, Even Start grantees were given an opportunity to vote on the comments recorded on the flip charts. Each participant was given three sticky "dots" to place next to three responses which best represented his or her opinions and/or experiences.

Before discussing responses to the specific group questions, the following are conclusions drawn from responses to the questions across all three conferences:

- *Parents who are participating because they want to are more likely to change, continue in parenting programs, and achieve their educational goals.*
- *Improvement in parenting is more sustained when contact with parents is frequent and over a long period of time.*
- *Successful programs are flexible according to the needs of the parents, rather than "one-way" approach for all.*
- *Successful programs offer transportation and child-care, and use several different locations for activities.*
- *Parents who do not feel "put down" because of different attitudes and behaviors are more likely to respond.*
- *Successful programs recognize parents' problems and empower parents to solve them.*
- *Successful programs refer to other services as needed.*

The following lists attempt to synthesize responses to the focus group questions across the three conferences. An introductory paragraph under each question sets the discussion into the context of the overall conference themes. Themes or program characteristics emerged for each question and are boxed.

Question 1: What are the challenges Even Start grantees face implementing the parenting component?

In addition to parenting being a complex, developmental process, families come to Even Start with different needs and varying expectations. Effective services for parents most often begin with a family assessment followed by programs designed to meet the individual strengths and goals of that family. The challenge for Even Start grantees becomes designing a parenting component based on so many varying needs, goals, and possible strategies. While Even Start grantees identified challenges in implementing the parenting component of Even Start, several themes or program characteristics emerged which grantees must be prepared to address. The common themes for question 1 are identified in the box and a list of the most frequently cited challenges follow by theme.

In Response to Question 1: What are the challenges Even Start grantees face implementing the parenting component? Challenges most frequently mentioned related to the following:

Time
Diversity
Flexibility

A. The parenting component may take time to implement because...

- time is required to establish trusting relationships between Even Start parents and staff;
- time must pass for some families to see the value in the parenting component;
- time is needed for parents to believe they are their child's first teacher;
- parents require time to feel empowered and capable as learners;
- successful collaboration takes a great deal of time, interpersonal skills, and more time to maintain;
- home visiting requires much time and multiple sessions to achieve satisfactory progress towards setting goals and achieving objectives;
- it is difficult to schedule a time and place for parenting education classes;
- there needs to be adequate time for staff development to maintain staff motivation and prevent burn-out;
- staff members are often not trained as home visitors and time is needed for them to develop skills in home visiting;
- staff members need time for training to overcome their own biases before they can work effectively with parents; and
- programs need time for marketing and gaining credibility in the community.

B. Even Start grantees are sensitive to the diverse needs of families and staff because...

- families may have different cultural values and practices (e.g. child-rearing, languages, family life styles);
- staff members need to empower, not enable parents;
- families have different expectations for their children and of themselves as parents;
- many families are having difficulty with their basic needs;
- different gender groups have varying expectations of each other in the role as parent;
- some families do not see the value in parenting education;
- there is no one definition of "good parenting" that fits all families;
- staff members need to learn to measure improvements in parenting based on each families' goals; and
- materials for parent/child activities need to be culturally appropriate.

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C. *The programming for the parenting component needs to remain flexible because...*

- it may be hard to strike a balance between a focus on learning and meeting a family's basic needs;
- parents have a variety of interests which motivate them;
- families have different barriers which may limit attendance (e.g., transportation, childcare, financial);
- family composition (single parents, teen parents, extended family) will vary;
- Even Start families are highly mobile;
- as a program expands, space and staff may become a problem;
- fathers have different needs and interests;
- the wide age span of eligible children (0-7 yrs.) poses a difficult program delivery issue;
- programs need to integrate all three components of Even Start equally and consistently; and
- referral for other agency services often is impeded by rigid eligibility criteria and other barriers to accessibility.

Question 2: What are some of your program's successful strategies and/or promising practices in implementing the parenting component?

There are no "silver bullets" in designing a successful parenting component for Even Start programs. No one program will fit all parents. The basic framework of each Even Start parenting component (i.e., parent/child activities, home visiting, peer-parent meetings) will vary in intensity, scope, and content with each group of parents. The interpersonal relationship between the staff and parents is an essential factor in achieving parenting outcomes.

In Response to Question 2: What are some of your program's successful strategies and/or promising practices in implementing the parenting component? The most frequently mentioned strategies and/or promising practices included at least one of the following characteristics:

Empowerment of Parents
Involvement of the Whole Family
Informal Approach
Integration

A. *Successful strategies and/or promising practices empowering parents include:*

- parents planning field trips through group decision-making;
- parents self-selecting materials;
- parents involved in the child assessment process;
- parents performing a self-assessment;
- curriculum based on parents' interests;
- a newsletter written by parents;
- parent advisory committee;

- meetings in the public school and modelling for parent/teacher conferences; and
- parents hired as staff upon graduation.

B. Successful strategies and/or promising practices involving the whole family include:

- Saturday activity planned for the whole family;
- introduction of "family meetings" into home visiting;
- open house for family and friends;
- videotapes of activities to show to extended families; and
- multi-cultural events with a focus on ethnic foods.

C. Successful strategies and/or promising practices having an informal approach include:

- mothers forming a "kitchen club";
- "buddy system" to build interrelationships;
- use of homemade toys;
- informal communication after an activity by phone or letter;
- "make it/take it" activities during parent/child activity period; and
- parents making books or writing puppet scripts for children.

D. Successful strategies and/or promising practices involving integration include:

- the same thematic unit planned for parent/child activities, home visiting, and the adult education lesson;
- an ongoing parent survey for needs and interests;
- transportation provided for parents by school buses or vans;
- the adult education teacher accompanying the home visitor;
- meetings with community agencies and parents where the parents would have an opportunity to fill out an application;
- adult credits for home-based program activities; and
- bilingual, multi-cultural home visitors.

Question 3: What changes would you expect to see in parents, children or in parent-child interactions as a result of a quality parenting program? In other words, how would you like to see your parenting program judged "successful" by someone outside your program?

With some Even Start grantees "maturing" into their fourth implementation year, there have been many successes with parents. It is recognized that no one program model fits all parents, but some common expectations or outcomes are emerging. Programs were asked to tell their stories and identify their "visions" for parents and children, in an attempt to guide future evaluation efforts. The following list represents evidence of success of the parenting component of Even Start programs as told by grantees at the regional conferences. The responses clustered in three themes, which are identified in the box, followed by supporting examples recorded by grantees.

In Response to Question 3: What changes would you expect to see in parents, children or in parent-child interactions as a result of a quality parenting program? In other words, how would you like to see your parenting program judged "successful" by someone outside your program? Parenting success stories and/or realistic outcomes of a parenting component involve one or more of the following themes:

retention/attendance
communication/interaction
achieving objectives/setting future goals

A. *Evidence of the success of the parenting component, based on examples of retention/attendance in the program by Even Start families include:*

- parents continuing in adult education and parenting classes;
- parents being on time for appointments;
- both parents attending child-parent activities;
- parents using child care appropriately;
- parents seeing an improvement in their adult education test results;
- parents attending a parent/teacher school conference; and
- parents making new friends in parenting classes.

B. *Evidence of the success of the parenting component, based on examples of improved communication/interactions of Even Start families include:*

- families appearing happier and less stressed;
- parents initiating reading with their children;
- parents asking for activity materials to work with their children at home;
- parents talking about their child's improvements in behavior at home;
- parents becoming educational partners with teachers;
- parents becoming involved in the assessment of their children;
- fathers increasing their time with their children;
- parents participating in small groups;
- parents keeping in touch with staff; and
- parents recruiting friends for the program.

C. *Evidence of the success of the parenting component, based on examples of parents' achieving desired objectives/setting future goals for themselves and their families include:*

- parents realizing they are the most important person (and teacher) for their child;
- parents following through with home visiting plans;
- parents interested in education for employment;
- parents accessing community resources (i.e., getting a library card);
- parents volunteering in school;
- children being ready to learn when entering in public school;
- improved health care for the entire family; and
- less need for support protective services.

Appendix A

Agendas from the Three 1993 Even Start Regional Technical Assistance Conferences

- St Louis, Missouri
  October 5-7, 1993

- Washington, DC
  October 20-22, 1993

- San Diego, California
  November 14-16, 1993

(Agendas from the three technical assistance conferences are reprinted in these proceedings so grantees might review the breakout sessions across all three conferences and have the opportunity to contact presenters for further information.)

U.S. DEPARTMENT OF EDUCATION
EVEN START REGIONAL
TECHNICAL ASSISTANCE CONFERENCE

St. Louis, Missouri
October 5-7, 1993

AGENDA

Tuesday, October 5

12 noon - 8 p.m. — **Conference Registration**

5:30 - 7:00 p.m. — **Opening Reception**

Penthouse

Wednesday, October 6 — **THEME: WORKING WITH FAMILIES**

7:30 - 8:30 — **Continental Breakfast and Registration**

Concourse C-D

8:30 - 9:00 — **Opening General Session**

Welcome and Conference Overview: The Uniqueness of Even Start

Patricia McKee, Chief, Discretionary Grants Branch, Compensatory Education Programs, U.S. Department of Education

This overview will discuss the Even Start mission, the current status of the program based on the national evaluation, and the Department of Education's renewed expectations for program development.

9:00 - 10:00	**Keynote: *Working with Families***
Concourse C-D	*Douglas Powell, Purdue University*
	Integrating parenting throughout the Even Start program will become an even greater challenge as staffers design programs to recruit, retain, and respond to families in greatest need of service. To meet this challenge, Even Start programs will need a comprehensive understanding of the context in which families operate and the roles both Even Start and collaborating agencies play within the family system.
10:00 - 10:30	**Break**
10:30 - 11:30	**Focused Discussion Groups**
	Each small group discussion will address key questions about parenting relevant to issues raised in the opening session. The emphasis will be on identifying successful strategies and challenges that have emerged from Even Start practices. Information from these groups will be compiled into conference proceedings.
	Participant group assignment can be found on the cover of your conference packet.
Gatwick A	**Discussion Group 1** *Facilitator: Judy Pfannenstiel, Region D TAC* *Recorder: Tirza Kroeker, Region 4 R-TAC*
Gatwick B	**Discussion Group 2** *Facilitator: Delores Beck, Missouri* *Recorder: Clare Eldredge, Missouri*
Heathrow A	**Discussion Group 3** *Facilitator: Monica Notaro, Wisconsin* *Recorder: Bonnie Griffiths, Minnesota*
Heathrow B	**Discussion Group 4** *Facilitator: Jean Bohn, North Dakota* *Recorder: Kittye Copeland, Region 4 R-TAC*

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Lambert A	**Discussion Group 5** *Facilitator: Deborah Moses, Region 3 R-TAC* *Recorder: Patty Ball Thomas, Florida*
Lambert B	**Discussion Group 6** *Facilitator: Diane D'Angelo, Region A TAC* *Recorder: Jeannie Bellephant, Tennessee*
Lambert C	**Discussion Group 7** *Facilitator: Jean Carter, North Carolina* *Recorder: Laurie Davis, Region 3 R-TAC*
11:30 - 1:00	**Lunch**
Penthouse	**Networking and Cash Concession Lunch** (Optional) Tables will be designated by topics. Select a topic or create your own and join others in an informal discussion. Deli sandwiches, fruit, beverages, chips, and cookies
1:00 - 2:30	**Concurrent Breakout Sessions** Seven concurrent breakout sessions will explore successful strategies that programs have used in working with families. Participants should choose one session to attend during this time period. Each breakout session will be repeated in the assigned room from 3:00 to 4:30 p.m
Gatwick A	**Breakout Session 1:** **The National Diffusion Network, PEP Validation, and Local Evaluations: Outcome Evaluation for Even Start Programs** *Peggy Hill, RMC Research Corporation* Participants will receive an overview of the PEP criteria for validating programs for NDN. A framework for understanding outcome evaluation in

the context of Even Start will be used to discuss approaches to measuring the success of local programs.

Gatwick B

Breakout Session 2:

The High/Scope Preschool Curriculum and Family Literacy Programs
Bonnie Lash Freeman, National Center for Family Literacy

The origin of family literacy, and therefore Even Start, included the High/Scope Preschool Curriculum, an integrated learning approach to adult education, parent education, and parent and child interaction. The High/Scope Curriculum supports the overall goals of family literacy. This breakout session emphasizes why High/Scope was chosen and how it supports the goals of a comprehensive family literacy program.

Heathrow A

Breakout Session 3:

Parents as Teachers: Investing in Good Beginnings for Young Children
Sharon Rhodes, Parents as Teachers National Center

This session will include an overview of the Parents as Teachers (PAT) program and its curriculum; documented benefits to children, their families, and the community; its training program for parent educators; and the groundwork necessary for implementation. A display of developmentally appropriate books for encouraging emergent literacy will be provided. PAT can be a stand-alone program or the birth-to-kindergarten entry component of programs including Even Start and other Chapter 1 programs and Head Start.

Heathrow B

Breakout Session 4:

The Portage Home-Based Model of Early Intervention
Patti Herman, Portage Project

The Portage Home-Based Model of Early Intervention provides a framework for home visits that are family-centered. The three-part home visit process accommodates the goals of Even Start programs. This presentation provides an introduction to the Portage Model and a discussion of its application to Even Start.

Lambert A

Breakout Session 5:

The HIPPY Early Intervention Program
Mary Kaye McKinney, Arkansas HIPPY

This session will provide an orientation to the Home Instruction Program for Preschool Youngsters (HIPPY) and a discussion of the Arkansas state initiative for collaboration between Even Start and HIPPY.

Lambert B

Breakout Session 6: Recruitment and Retention
A Session about Three Even Start Programs:

Empowering Families to Join and Stay
Diane Givens, Even Start Family Learning Center - Webster Groves School District, Missouri

This presentation will address effective recruitment plans, motivators, and stumbling blocks for family participation. It will explore ways to "fit" Even Start programs into family structures to ignite interest, transformation, and ownership. Participants will have an opportunity to share successful strategies, ideas, and challenges.

It's a Family Affair
Inez Singleton, Greene County Board of Education, Eutaw, Alabama

Approaches to recruitment and retention of parent/child units for the isolated, rural Greene County, Alabama Family Learning System will be shared using handouts and other visuals. Approaches shared will include the system's custom designed Classroom-on-Wheels, program structure, and other program aspects that allow continued interest/involvement in both center- based and home/community-based family learning activities.

Recruitment and Retention of Families
Linda Kolbusz, School District #300, Carpentersville, Illinois

This presentation will allow for discussion of how integrated programming, staffing patterns, and collaboration assist in meeting the needs of families in the Northern Illinois project that serves three school districts.

Lambert C

Breakout Session 7: Recruitment and Retention
A Session about Three Even Start Programs:

Collaboration for Recruitment and Retention
Denny Peters, Claiborne County Board of Education, Tazewell, Tennessee

This presentation will discuss collaboration of co-operating agencies for recruitment and retention of Even Start families.

Recruitment and Retention as Assisted by Program Strengths: Meeting Families' Multiple Service Needs
Anne S. Young, School Board of Alachua County, Gainesville, Florida

Collaboration with other programs and agencies to meet the many social service needs of families results in families who are able to participate fully and remain active in the Even Start program. Strategies and staffing patterns used in program to meet some of those needs will be discussed.

Recruitment/Retention: A Collaborative Tapestry
Joyce P. Jones, Hopewell Public Schools, Hopewell, Virginia

The successful recruitment/retention strategies of Project Unity's Even Start program are based on the empowerment of the parents, interactive parent-child activities, staff dynamics, collaborative planning, and a variety of literacy techniques and applications. These will be discussed.

2:30 - 3:00 **Break**

3:00 - 4:30 **Repeat of Concurrent Breakout Sessions**

4:30 - 5:00 **Wrap-Up and General Questions and Answers** (Optional)

Concourse C-D *Patricia McKee*

Thursday, October 7	**THEME: INTEGRATING SERVICES**
7:30 - 8:30	**Continental Breakfast**
8:30 - 8:40	**Overview of Day's Agenda**
Concourse C-D	*Patricia McKee, Chief, Discretionary Grants Branch, Compensatory Education Programs, U.S. Department of Education*
8:40 - 9:00	**Federal and Reauthorization Update**
Concourse C-D	*Miriam Whitney, Program Attorney, Office of the General Counsel, U.S. Department of Education* *Patricia McKee, Chief, Discretionary Grants Branch, Compensatory Education Programs, U.S. Department of Education*
9:00 - 10:00	**Keynote: *Integrating Services*** *Sharon Darling, National Center for Family Literacy* **Even Start components must be integrated to create the synergy needed for maximum effects for families. The goal is to connect components in a variety of ways: through curriculum, staff development, roles of staff members and program structure.**
10:00 - 10:30	**Break**
10:30 - 11:30	**Concurrent Breakout Sessions** **Six concurrent breakout sessions will offer examples of how Even Start programs have addressed the issue of integrating Even Start components into a comprehensive service delivery system. Programs that have been successful in integrating services through a particular service delivery strategy, with unique populations or in challenging settings, will be showcased. Participants should choose one session to attend during this time period.**

Each breakout session will be repeated in the assigned room from 1:00 - 2 p.m.

In addition to the six thematic sessions, there will be a breakout session for Even Start State Coordinators.

Heathrow A

Breakout Session 1:

Parent and Child Interaction
Bonnie Lash Freeman, National Center for Family Literacy

Family literacy is an integrated, comprehensive approach to the multiple issues of "at-risk" parents. Knowledge of child development and exploration of parenting strategies support the need for parents to make safe and informed decisions concerning their children. Time set aside for regular parent and child interaction gives parents a chance to practice skills acquired in the other components of a family literacy program. This session addresses strategies for designing parent and child interaction within the home and in center-based programs.

Heathrow B

Breakout Session 2:

Enabling Parents Through Home Visits
Mildred Winter, Parents as Teachers National Center

This session will focus on the home as a learning place for parent and child. Participants will examine the goals and key components of effective home visiting and competencies needed by home visitors. Discussion will include helpful assumptions when working in the home; strategies for assessing and building on family strengths; and lessons learned about working with families who seem difficult to reach.

Lambert C

Breakout Session 3: Integrating Services A Session about Two Even Start Programs:

Parenting Component: Who? What? When? Where? How?

Miriam Spencer, Susan Keefe, and Judy Weatherford, Independence, Missouri School District

Parenting is outlined as one of three equal Even Start services. Does your program offer it one third of the service time or does this time get lost to the other components? Parent education makes us more than adult education and child education--it makes a difference. This session will offer easy and exciting ways to integrate the parenting piece to maximize your Even Start program.

Jump Start: A Family Literacy Community Partnership

Deborah Douglass, Lee County Public Schools, Ft. Myers, Florida

Lee County's Even Start Program is a family literacy program that focuses on creating partnerships among families, schools, and community agencies resulting in a "jump start" for enrolled families. The formation of partnerships among agencies allows each agency to provide a "piece" of service, yet "their families" receive an entire program which includes the adult education, early childhood education, and parenting components. The parenting component was the starting point for the collaboration among the school district programs; Even Start, Florida First Start, and Head Start. This presentation will address how to set up the collaboration and coordination within your community, including "lessons learned."

Lambert D

Breakout Session 4: Integrating Services A Session about Two Even Start Programs:

Services for Homeless Families
Deanna Woodson, St. Louis Public Schools

This session will present strategies Even Start practitioners can use to deliver services to families living in homeless shelters. Participants will be invited to discuss their ideas and successes relating to this topic.

Even Start Center - Project 2004
Patricia Lofton, Mobile County Public Schools, Alabama

The Even Start Center, located in a housing project, is a collaborative effort between the Mobile County Public Schools and the Mobile Housing Board. This session will highlight the strengths and benefits of a community-based family center.

Clayton

Breakout Session 5: Integrating Services A session about Two Even Start Programs:

Adult Education Making A Difference: ESL
Jim Lies, Bensenville, Illinois Even Start

This presentation will discuss adult education services to families for whom English is a second language. Information will also be provided on the interagency collaboration within the Bensenville community.

Services for Working Families: One Program's Response to the Challenge
Dianne Seim, Robbinsdale Area Even Start Program, Minnesota

Providing worthwhile comprehensive services to working families is always a challenge. During this session, participants will receive specific information about the home visiting model used in response to

the needs of working families. Additional information will be presented regarding interagency cooperation.

Truman

Breakout Session 6: Integrating Services A Session about Two Even Start Programs:

Serving Native American Families
Jorgen Knutson, Krystal Fayant, Theresa Keplin, and Darlene Delorme, Belcourt, North Dakota School District #7

This Even Start program is designed for Native American families living in a rural area. The focus of the presentation is successful integration of adult education, early childhood, and parenting services in the home and school.

Working Together - Migrant Families in Rural Minnesota
Janet Flick and Cheryl Iverson, Apple House Even Start Family Literacy, Willmar, Minnesota

Here is an A-1 recipe that can be used to spice up your family literacy program. Presenters will show how they combined ABE/ESL, home visits, early childhood, and parenting education with generous portions of energy and imagination. They will discuss how JTPA, transportation, free lunches, free books, volunteer grandparents, and volunteer work experiences are the special ingredients that add a unique flavor to their program. Take home a batch of reproducible materials, new ideas for special events, and a resource list of free and inexpensive book sources.

Gatwick B

Breakout Session 7:

Even Start State Coordinators' Meeting
Patricia McKee
Miriam Whitney

This meeting is for state coordinators only will. It will be a discussion of reauthorization issues and general questions and answers.

11:30 - 1:00 **Lunch On Your Own**

1:00 - 2:00 **Repeat of the Morning's Concurrent Breakout Sessions**

2:00 - 2:30 **Break**

2:30 - 3:45 **Closing General Session**

Concourse C-D *Miriam Whitney*

2:30 2:45 **Summary of Major Themes From the Focused Discussion Group Sessions**

Delores Beck, Even Start Coordinator, Missouri Department of Education
Clare Eldredge, Coordinator, Ferguson-Florissant School District Even Start, Berkeley, Missouri

2:45 - 3:10 **General Questions and Answers**

Miriam Whitney

3:10 - 3:45 **Closing: The Challenge of Working With Families**

Kathryn Nelson, St. Louis, Missouri

"Change the Shape of a Child's life and you change the future of the Planet." Parent educators are challenged to empower parents to develop their strengths and help them develop strategies to guide the growth and development of their children. There is no nobler calling. This is a tremendous responsibility and a challenge to dedication, creativity, and the development of relationships that support and inspire.

U.S. DEPARTMENT OF EDUCATION
EVEN START REGIONAL
TECHNICAL ASSISTANCE CONFERENCE

October 20-22, 1993 - Renaissance Hotel
Washington, D.C.

NEW GRANTEES ORIENTATION SESSION
AGENDA

Wednesday, October 20, 1993

11:30 a.m.- 7:0. p.m.	REGISTRATION
1:00 p.m. - 1:15 p.m. *Ballroom Level*	WELCOME AND CONFERENCE OVERVIEW **Patricia McKee**, Chief Grants Administration Branch Compensatory Education Programs (CEP) U. S. Department of Education
1:15 p.m. - 2:00 p.m.	OVERVIEW OF EVEN START **Patricia McKee**, (CEP) This overview of the Even Start law and regulations is designed for new directors.
2:00 p.m. - 2:30 p.m.	*Break*
2:30 p.m. - 3:45 p.m.	SMALL GROUP DISCUSSION **Diane D'Angelo**, RMC Research This session will provide participants an opportunity to discuss a number of program design challenges that have emerged from the experiences of earlier Even Start grantees, to identify areas of need for future technical assistance, and to design and implement service delivery strategies that enable practitioners to meet the diverse needs of families through comprehensive services.
3:45 p.m. - 4:15 p.m.	QUESTIONS AND ANSWERS RELATED TO EVEN START PROGRAMMATIC ISSUES **Patricia McKee**, (CEP) **Miriam Whitney**, Program Attorney Office of the General Counsel U.S. Department of Education (USDE)
5:30 p.m.- 6:30 p.m.	CONFERENCE OPENING RECEPTION General Session for all participants

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U.S. DEPARTMENT OF EDUCATION
EVEN START REGIONAL
TECHNICAL ASSISTANCE CONFERENCE

October 20-22, 1993
Renaissance Hotel
Washington, D.C.

AGENDA

Wednesday, October 20, 1993

11:30 a.m.- 7:00 p.m. CONFERENCE REGISTRATION

5:30 p.m.- 6:30 p.m. CONFERENCE OPENING RECEPTION
Ballroom Level
East Salon

This general session will provide an opportunity for participants to meet conference presenters, State Coordinators, and representatives from other projects. Come and take advantage of this informal time to share with others your Even Start story and have a snack.

Thursday, October 21, 1993

7:30 a.m.- 9:00 a.m. CONFERENCE REGISTRATION
Ballroom Level
East Salon
Coffee and rolls

9:00 a.m.- 9:15 a.m. WELCOME AND CONFERENCE OVERVIEW

Patricia McKee , Chief
Grants Administration Branch
Compensatory Education Programs (CEP)
U. S. Department of Education

9:15 a.m.- 10:15 a.m. KEYNOTE ADDRESS -"Working with Families"
Douglas Powell, Purdue University

This presentation will summarize what we have learned to date regarding effective ways of working with parents. The parent education and support component of Even Start deserves special attention because it is one of the most difficult components to conceptualize and implement.

10:15 a.m.- 10:45 a.m.	*Break*
10:45 a.m.- 11:00 a.m.	UPDATE ON EVALUATION AND EVEN START BULLETIN BOARD **Nancy Rhett, Program Analyst** Office of Policy and Planning U.S. Department of Education
11:00 a.m.- 11.30 a.m.	FEDERAL AND REAUTHORIZATION UPDATE **Miriam Whitney, Program Attorney** Office of the General Counsel U.S. Department of Education (USDE)
11:30 a.m.- 1:00 p.m.	*Lunch (on your own)*
1:00 p.m. - 2:15 p.m.	CONCURRENT BREAKOUT SESSIONS Eleven concurrent workshop sessions that further explore the theme of "Working With Families" will be offered. These concurrent sessions will be presented by nationally known consultants and selected Even Start practitioners. Participants may choose one session to attend during this time period. ***Each workshop session will be repeated in the assigned room from 3:00 - 4:30 p.m.***
Session A: *Room #2*	"Adult Transition Program" **Cynthia Westfall/Sue A. Polzella/** **Susan D. Hapner** Kettering, Ohio This presentation will include how to build programs that provide transitions from the home to the classroom and from the classroom to the community. This will address the phase approach to family literacy.

Session B
Room #3

"The High/Scope Preschool Curriculum and Family Literacy Program"
Bonnie Freeman
National Center for Family Literacy

This workshop session emphasizes High/Scope and how it supports the goals of a comprehensive family literacy program. The High/Scope Preschool Curriculum is an integrated learning approach to adult education, parent education, and parent and child interaction. This workshop session emphasizes High/Scope and how it supports the goals of a comprehensive family literacy program

Session C
Room #4

"Parents as Teachers: Investing in Good Beginnings for Young Children"
Joy Rouse
Parents as Teacher National Center

This session will include an overview of the PAT program and its approach to literacy; its documented benefits for children and their families; and the ground work to be laid for implementation. PAT is based on the belief that parents are children's first and most influential teachers. This primary prevention program offers families regularly scheduled home visits, group meetings, developmental screening and a resource network, linking families that are beyond the scope of the program.

Session D
Room #5

"The Portage Project"
Julia Herwig
Portage, WI

This presentation provides an introduction to the Portage Model and a discussion of its application to Even Start. The Portage Home-Based Model of Early Intervention provides a framework for home visits that are family-centered. The three-part home visit process accommodates the goals of Even Start programs.

Session E
Room #8

HIPPY & Even Start: Two Programs"
Gayle Hart, HIPPY
Warrensville, Ohio

This session will include an orientation to the Home Instruction Program for Preschool Youngsters (HIPPY) and a discussion of how HIPPY goals dovetail into Even Start guidelines. Research based and anecdotal outcomes will be presented.

Session F
Room #9

"Elements of Keenan Projects"
Thomas Conner/Roselyn Thomas/
Tish Liggins
Washington, PA

The presenters will describe a three year program a focus with a focus on the strengths of a center-based program that includes training parents as first teacher, a written thematic curriculum, early childhood awareness, parent skill development, adult literacy training, computer awareness, and goal setting.

Marilyn Eyler
Westminster, MD

Based upon the Keenan model, this rural Even Start program provides a full array of programming to families most in need of services through center-based and home-based components. A description of the project as well as ways of working with the whole family will be addressed.

Session G
Room #12

"Transitions to Schools With A Special Education Focus"
Carol Gold/Alfretta Walker
Niagara Falls, New York

Presentation will focus on how this program identified and provided services to families with special needs, both physical and educational.

Session G
Room #12

"Transitions to Schools With A Special Education Focus"
William McLain/Ann Sklut/
Joyce Goldberg/Cindy McGonagel
Newark, DE

This presentation will describe how this Even Start project helps families make the transition from the home-centered early childhood years to the school-oriented years starting with kindergarten. Two family pre-kindergarten summer programs will be outlined. Topics include recruitment of families; involvement of community agencies and schools; family, child, and parent activities; site based management; and observed impact.

Session H
Room #13

"Even Start Serving Diverse Populations"
Richard Silverman/Mary Jane Crotty/
Angela Morales Russell
Willimantic, CT

This presentation will discuss how interagency collaborative efforts promote family success and independence. This Even Start project serves its diverse population by coordinating access to a wide variety of community agencies and services and developing a sense of efficiency.

[redacted]
Hackensack, NJ

This presentation will discuss problems encountered, solutions attained as well as common concerns of many family literacy projects. A documentary video of the Hackensack CARES Program, produced by the school district television studio, will be viewed during the session. This production will exemplify the complexities and multifaceted nature of the predominately Spanish speaking project.

Session I *Room #15*	"Discussion of Keynote Address Issues" **Sharon Beckstrom** - Region A This will be an interaction session where participants will discuss key issues raised by Douglas Powell in the keynote address: Working With Families. They will also share information about what parenting resources they have found about what parenting resources they have found most effective and how they adapted "off-the-shelf" products to the unique needs of their programs/families.
Session J *Room #16*	"National Diffusion Network (NDN)" **Chris Dwyer** - Region A This presentation will review PEP/NDN requirements. Included will be a review of procedures and timelines, criteria, and claims. The development of evidence with emphasis on instruments and standards of comparison will be discussed. Examples from other submittal will be presented.
Session K *Salon West*	"Transitions for Continuation Projects" **Barbara Gill** Reading, PA This presentation will provide an overview of the reading program and describe in more detail the adult curriculum for the first four years, the lessons learned, and the anticipated changes post CASAS in year five.
2:15 p.m. - 2:45 p.m.	*Break*
2:45 p.m. - 4:15 p.m.	REPEAT OF CONCURRENT SESSIONS

4:15 p.m.- 5:15 p.m.
Meeting Room Level

FOCUSED DISCUSSIONS

Participants will be divided into groups (40-50) by state or state clusters and asked to discuss several key questions about parenting programs for families that build off the issues raised in the opening session. The emphasis will be on identifying the challenges programs face in working with needy populations and sharing of solutions that have emerged from Even Start practices. Information from these groups will be compiled into conference proceedings.

Room	States	Facilitator
2	PA/MI/IN/IL	Jean Williams, Region B TAC
3	MD/DC/DE/NC/VA	Debbie Kelley, Region 2 RTAC
4	KY/OH/WV	Dorothy Jensen, Region 2 RTAC
12	NY/NJ	Colleen Orsburn, Region 1 RTAC
13	CT/MA/RI/AL/FL	Sharon Beckstrom, Region A TAC
15	ME/NH/VT/LA/MS	Diane D'Angelo, Region A TAC
16	Puerto Rico	Carmen Miranda, Region 9 RTAC

5:15 p.m. - 5:30 p.m.
Ballroom Level
East/West Salon

GENERAL QUESTIONS AND ANSWERS
(Optional)

Friday, October 22, 1993

8:00 - 8:30

Coffee and rolls

8:30 - 8:35

WELCOME AND OVERVIEW OF DAY'S AGENDA
(GENERAL SESSION)
Patricia McKee, Chief
Grants Administration Branch
Compensatory Education Programs (CEP)
U. S. Department of Education

8:35 - 9:00
East/West Salon

THE UNIQUENESS OF EVEN START
Mary Jean LaTendre, Director
Compensatory Education Programs
U.S. Department of Education (USDE)

9:00 - 10:00

KEYNOTE ADDRESS
"Integrating Services"
Sharon Darling, President
National Center for Family Literacy

Even Start components must be integrated to create the synergy needed for maximum effects for families. The goal is to connect components in a variety of ways: through curriculum, staff development, roles of staff members, and program structure.

10:00 - 10:30

Break

10:30 - 11:30

CONCURRENT BREAKOUT SESSIONS

Salon West

SEA Coordinators Meeting

Donna Conforti, Program Director, Even Start
U.S. Department of Education (USDE)
Miriam Whitney, (USDE)
Pat McKee, (CEP)

Ten concurrent workshop sessions that further explore the theme of Working With Families will be offered. These concurrent sessions will be presented by nationally known consultants and selected Even Start practitioners. Participants may chose one session to attend during this time period.

Session A
Room #2

"Parent and Child Interaction"
Bonnie Freeman
National Center for Family Literacy

Time set aside for regular parent and child interaction opportunities gives parents a way to practice skills acquired in the other components of a family literacy program. This workshop session addresses strategies for designing parent and child interaction within the home and in center-based programs.

Session B
Room #3

"Integrating Services Through Home Visits"
Karla Gibbs
Lagrange, KY

The Ohio Valley Education Cooperative's presentation will describe how this rural project covering nine school districts has incorporated home visits, family meetings and collaboration into a unified program that successfully supports families. A short program video will show how the OVEC program components are linked to empower families.

Session C
Room #4

"Integrating Services Through Collaboration"
Debbie Ziegler
Harrington, DE

This presentation will describe services provided through cooperative projects that build on existing community resources at different locations. Guidance will be offered to participants who are trying to make "interagency collaboration" and "coordinated services" really happen at the grass roots level of service delivery.

Session D
Room #5

"Integrating Services Through Interagency Collaboration"
Kathleen Mitchell/Barbara Harris
Baltimore, MD

This workshop will present techniques in assessing the needs of the total family as well as the means to address these needs. Networking with community agencies and utilizing their resources to provide a holistic approach in meeting your families' needs will be the focus of this presentation.

Session E
Room #8

"Transition For Families"
Caroline Rutledge
Flint, MI

This presentation will describe how one school district's collaborative services and programming support the personal and educational development of families, including Head Start, Chapter 1, Adult Education, Community Education, Volunteer Services, E.D.G.E., Community Agencies.

Session F
Room #9

"Migrant & Chapter 1 Even Start Program"
Denise Gasper/Carlos Trevino
Newaygo, MI

A rural social economic area address the needs of family literacy through a multi-dimensional collaborative program. This unique Even Start blend includes a Chapter One Even Start program that buttresses a Migrant Even Start ensuring a culturally diverse and sensitive array of family services.

Session G
Room #12

"Even Start for Developmentally Disabled Students"
Ellen Burgio
Albion, NY

This presentation will focus on how coordination with pertinent providers together with Even Start service provision meets the literacy needs of individual families with special needs. Individual goal, lesson and activities planning for the developmentally Disabled Adult and special needs children will be emphasized.

Session H
Room #13

"Homeless and Chapter 1 Collaborations"
Joseph Levin/Thomas Starling/
Pamela Williams
Philadelphia, PA

This presentation is a case study in the evolution of interactive concepts of cooperation, coordination, and collaboration of services to identified, eligible families.

Session I
Room #15

"Enabling Parents Through Home Visits"
Mildred Winter
Parents as Teachers National Center, Inc.

This session will focus on the home as a learning place for parent and child. Participants will examine the goals and key components of effective home visiting; competencies needed by home visitors. Discussion will include helpful assumptions when working in the home; strategies for building on family strengths and using books with babies; lessons learned about working with families who seem difficult to reach.

Session J *Room #16*	"Unique Rural Even Start Program" **Sue Repko** Port Ewen, NY A rural home-based program with two successful sites, FLAG has served over 160 families in 1 school districts since its inception in November, 1991. This presentation will focus on how creative solutions were developed to overcome the obstacles in developing this type of program.
11:30 - 1:00	*Lunch (on your own)*
1:00 - 1:45 ***Ballroom Level*** ***East/West Salon***	WRAP-UP (GENERAL SESSION) PRESENTATION OF MAJOR THEMES EMERGING FROM THE FOCUS GROUP SESSIONS **Pat McKee, (CEP)** GENERAL QUESTIONS AND ANSWERS
1:45 - 2:30	**Dorothy Washington** Child Advocate Author of Award-Winning Children's Books Chicago, Illinois
2:30	ADJOURNMENT

U.S. DEPARTMENT OF EDUCATION
EVEN START WESTERN REGIONAL CONFERENCE
SAN DIEGO MARRIOTT, LA JOLLA
NOVEMBER 14 - 16, 1993

Sunday, November 14, 1993
Registration and Welcome

12:00 - 6:00 p.m. **Conference Registration**
Top of Escalator

5:30 - 7:00 p.m. **CONFERENCE OPENING**
Salons D & E Welcome and Reception: This will be a general session for all conference participants.

Patricia McKee
Donna Conforti
Compensatory Education Programs
U. S. Department of Education

Monday, November 15, 1993
Conference Theme: Working With Families

7:30 - 8:30 a.m. **Continental Breakfast**
Grand Ballroom Foyer

7:30 - 12:00 p.m. **Registration**
Top of Escalator

8:30 - 8:45 a.m. Welcome and Agenda Overview
Salons D & E Patricia McKee
Compensatory Education Programs
U.S. Department of Education

8:45 - 9:45 a.m. **Keynote: Working with Families**
Salons D & E Dr. Douglas Powell, Purdue University

As Even Start programs recruit and retain families in greater need of services, designing parenting programs that meet the needs of families will become an even greater challenge. To meet this challenge, Even Start programs will need a comprehensive understanding of the context in which families operate, and the roles both Even Start and collaborating agencies play within the family system.

9:45 - 10:00 a.m. **Federal and Reauthorization Update**
Salons D & E Patricia McKee, Compensatory Education Programs, U.S. Department of Education

10:00 - 10:30 a.m. **Break**

10:30 - 11:30 a.m. **Focus Group Discussions**

Each small group discussion will address key questions about parenting relevant to issues raised in the opening session. The emphasis will be on identifying successful strategies and challenges that have emerged from Even Start practices. Discussion from these groups will be compiled into conference proceedings.

Group assignment can be found on your name tag.

Salon A	Group 1	
	Facilitator:	David Chandler, Colorado Department of Education
	Recorder:	Dr. Shelley Billig, Region E TAC
Salon B	Group 2	
	Facilitator:	Anita McClanahan, Oregon Department of Education
	Recorder:	Dr. Dave Leitner, Region 6 R-TAC
Salon C	Group 3	
	Facilitator:	Kathi Wineman, Alaska Department of Education
	Recorder:	Rose Owens-West, Region F TAC
Salon D	Group 4	
	Facilitator:	Dr. Romona Jo DeValcourt, Texas Education Agency
	Recorder:	Marti Smith, Region E TAC
Salon E	Group 5	
	Facilitator:	Norma Cregan, Kansas State Board of Education
	Recorder:	Cari Swenson, Region 5 R-TAC
Salon F	Group 6	
	Facilitator:	Howard R. Wallace, Arkansas Department of Education
	Recorder:	Sylvie Hale, Region F TAC
Salon G	Group 7	
	Facilitator:	Dr. Janet Seplow, Arizona Department of Education
	Recorder:	Cynthia Harvell, Parent Involvement Specialty Option

11:30 - 1:00 p.m. **Lunch: Networking and Boxed Lunch (Optional)**
Grand Ballroom Foyer You may pick up a lunch box ($10) and return to your focus group discussion room to continue networking.

1:00 - 2:30 p.m. **Concurrent breakout sessions**

Each breakout session will be repeated in the assigned room from 3 to 4:30.In addition to the eight thematic sessions, there will be a breakout session for Even Start State Coordinators.

Session 1: **Missouri's Parents as Teachers (PAT)**
Salon A Sharon Rhodes, Parents as Teachers National Center, Inc.

This session will include an overview of the Parents as Teachers (PAT) program and its curriculum; documented benefits to children, their families, and the community; its training program for parent educators; and the groundwork necessary for implementation. Developmentally appropriate books for encouraging emergent literacy will be displayed. PAT can be a stand-alone program or the birth-to-kindergarten entry component of programs including Even Start and other Chapter 1 programs and Head Start.

Session 2: **The Portage Home-Based Model of Early Intervention**
Salon B Karen Wollenburg, Training Specialist, Portage Project

The Portage Model provides a framework for home visits that are family-centered. The three-part home visit process accommodates the goals of Even Start programs. This presentation provides an introduction to the model and a discussion of its application to Even Start.

Session 3: **The HIPPY Early Intervention Program**
Salon C Wanda Roundtree, HIPPY USA

This session will provide an orientation to the Home Instruction Program for Preschool Youngsters (HIPPY) and a discussion of collaboration between Even Start and HIPPY.

Session 4: **The High/Scope Preschool Curriculum and Family**
Salon D **Literacy Programs**
Bonnie Lash Freeman, National Center for Family Literacy

The High/Scope Preschool Curriculum, an integrated learning approach to adult education, parent education and parent and child interaction, supports the overall goals of family literacy. This workshop emphasizes why High/Scope was chosen to be an integral part of Even Start programs, and how it supports the goals of a comprehensive family literacy program.

Session 5: **Parenting the Multicultural Way**
Salon E Dr. Grace Pung Guthrie, Region F TAC, Far West Laboratory

Dr. Guthrie has lived and taught in a number of countries. She has also written and spoken widely on multicultural education, student motivation, and parent involvement. In this workshop, Dr. Guthrie will present interesting insights and tips on raising successful children for our increasingly diverse society. Practical handouts will be provided; Even Start project directors can easily adapt these handouts for their own use.

Session 6: **The National Diffusion Network (NDN), PEP Validation, and Local Evaluations: Identifying Outcomes for Family Literacy Programs**
Salon F
Dr. Stephen Murray, RMC Research Corporation

Even Start projects are encouraged to complete evaluations that will enable them to apply for approval by the Program Effectiveness Panel (PEP) and become eligible for membership in the NDN. The presentation will describe the process for submitting a PEP application, the format that applications are to follow, and the criteria used to judge them. Applications for PEP are built around educationally meaningful "claims" based on outcomes and supported by evaluation results. The presentation will discuss the category of outcome claims appropriate for family literacy programs such as Even Start.

Session 7: **Even Start Family Literacy Program: An Early Enhancer for Families**
Salon G
Sallie Wilson, Even Start State Coordinator, California
Maria Elena Delgado, Even Start Director, Gilroy Unified School District

This presentation will feature the successful Gilroy Even Start program which has just been funded for the second cycle by the State of California. The program is based on the premises that parents can be the first teachers in preparing their preschool children to succeed in kindergarten and beyond. Details and examples of program implementation will be provided.

Session 8: **Working with Families in Rural Settings: A Session with Two Even Start Programs**
Salon H
Facilitator: Doris Betts, Even Start State Coordinator, Nevada

A. Helping Parents Parent
Dr. Roberta S. Lindeman, Churchill County School District, Nevada

The presentation will focus on how to structure parenting workshops that meet the needs of a diverse clientele, and how to involve parents in educational activities with their children and model good parenting techniques. Data from two different types of parenting classes will be presented.

B. Home Visits that Prepare Families for Success
Ardean Armitage, North Franklin School District, Connell, Washington

The presentation will focus on home visits that are conducted by trained bilingual paraprofessionals. These home visits include an extensive pre-participation process to ensure that families have clear expectations, address barriers and acute needs, and are monitored and reinforced continuously in all components.

Session 9: **Even Start State Coordinators' Meeting**
Santa Barbara, 3rd Floor Patricia McKee, Compensatory Education Programs

This meeting is for state coordinators only. It will be a discussion of reauthorization issues and general questions and answers.

2:30 - 3:00 p.m. **Break**

3:00 - 4:30 p.m. **Repeat of Concurrent Breakout Sessions**

4:30 - 5:00 p.m. **Wrap-up and General Q & A**
Salons D & E Patricia McKee, Compensatory Education Programs

Tuesday, November 16, 1993
Integrating Services

7:30 - 8:30 a.m. **Continental Breakfast and Registration**
Grand Ballroom Foyer

8:30 - 9:00 a.m. **General Session: Introduction and Overview**
Salons D & E Donna Conforti, Compensatory Education Programs, U.S. Department of Education

9:00 - 10:00 a.m. **Keynote: Integrating Services**
Salons D & E Sharon Darling, National Center for Family Literacy

Even Start components must be integrated to create the synergy needed for maximum effects for families. The goal is to connect components in a variety of ways: through curriculum, staff development, roles of staff members and program structure.

10:00 - 10:30 a.m. **Break**

10:30 - 11:30 a.m. **Concurrent Breakout Sessions**

Session 1: **Parent and Child Interaction**
Salon A Bonnie Lash Freeman, National Center for Family Literacy

Family literacy is an integrated, comprehensive approach to the multiple issues of "at-risk" parents. Time set aside for regular parent and child interaction gives parents a chance to practice skills acquired in the other components of a family literacy program. This session addresses strategies for designing parent and child interaction within the home and in center-based programs.

Session 2: **Enabling Parents through Home Visits**
Salon B Mildred Winter, Parents as Teachers National Center, Inc.

This session will focus on the home as a learning place for parent and child. Participants will examine the goals and key components of effective home visiting and competencies needed by home visitors. Discussion will include helpful assumptions when working in the home; strategies for assessing and building on family strengths; and lessons learned about working with "hard-to-reach" families.

Session 3: **Integrating our Even Start Investment**
Salon C Nicholas J. Grubich & Kelly Hoerner, Orondo Even Start Project, Orondo, Washington
Facilitator: Mary Carr, Even Start Coordinator, Washington

This session is designed to provide practical information on integrating components of family literacy into a holistic learning model and watching for opportunities to branch out into other related programs. The Orondo School District, a small rural district, maintains a community school philosophy and has been successful in blending cultures and languages with the goal of bilingualism for all.

Session 4: **Connecting Points: Creating Communities of Learners**
Salon D Barbara G. Tierney, USD 383, Manhattan/Ogden, Kansas

The Even Start Program in Manhattan/Ogden, Junction City/Fort Riley Kansas serves 200 families through a combination of center-based workshops, home services, family resource rooms, family involvement programs, transitional pre-kindergartens, and summer enrichment programs. Additional classes in adult, parenting, and early childhood education are provided by collaborating agencies.

Session 5: **Teamwork Integrates the Pieces: The Sum is Greater**
Salon E **than the Parts**
Lillis L. Larson, Salem-Keizer Schools, Salem, Oregon

Integrating preschool, adult education, and parenting is what makes Even Start unique and powerful. Creating a staff team that plans together across the curriculum and especially across the program elements is crucial for success. Practical ideas for implementing the process of overlapping program parts and some of the philosophical underpinnings will be included.

Session 6: **Integrating Services for Working Families**
Salon F Jodee Welch and Janet Moysh, Vaughn Hugie Family Education Center, Blackfoot, Idaho
Facilitator: Zan Payne, Idaho State Even Start Coordinator

The Blackfoot Idaho Even Start Project is unique because a large part of the adult and pre-school curriculum is outcome-based. It is unique also in that half of the adults in the project are male. The program works mainly with Hispanic, Korean, and Vietnamese parents who are shift workers at the many food processing factories in the Bingham County area.

Session 7: **Integration of Services: Dream or Reality**
Salon G Bud Choate, Child Development, Inc., Russellville, Arkansas

This presentation will describe a large rural home-based Even Start program in Arkansas which integrates successfully with existing services. The integration of Head Start, Even Start, Dardanelle Public Schools, HIPPY, adult education and community services will be highlighted.

Session 8: **Accelerated Learning for Parents and Children**
Salon H Dr. Kellet I. Min, Director, Hawaii Even Start Program

This session addresses changing a basic assumption that "basic skills" must be mastered before teaching "advanced skills." While it seems that the only persons who like change are wet babies, educators must embrace changing this assumption because it results in underestimating what disadvantaged children are capable of doing. Reasons for exposing children to advanced concepts are based on effective child development approaches and research on the brain. Also, this session will present practical examples of how children and their parents can be exposed to accelerated learning together.

11:30 - 12:45 p.m. **Closing General Session**
Salons D & E

General Questions and Answers
Donna Conforti, Compensatory Education Programs, U.S. Department of Education

Closing Keynote: Mission Accomplished: The Possible Dream
Dr. Ingrid Rimland

One of America's best-known authors tells a personal story of having immigrated to this country in search of the "American Dream." This is a parent's account of a journey through adversity, despair, and ostracism to education and success.

Appendix B

Even Start Technical Assistance Conference
1993 Evaluation Form

We would appreciate it if you would take a few minutes to give us some feedback regarding this conference. Your feedback will be used in planning future ED technical assistance to Even Start grantees. Thank you for your assistance.

1. Please select a word that corresponds to your overall reaction to this conference. Feel free to add a sentence or two to explain your reaction.

   ____ excellent ____ good ____ average ____ below average ____ poor

   Comments:

2. What did you feel were the highlights of the conference?

3. What are some topics and/or areas of concern that you feel Federal staff should address though future technical assistance efforts?

4. What formats for providing Department of Education technical assistance to State contact and/or local Even Start grantees do you think would be most helpful?